



## INTERNATIONAL COLLEGE OF SEVILLE

Porvenir 15 Seville-41013- Spain www.ics-seville.org  
Phone (#34)95-423-3838 Fax (#34)95-423-4572

SPN 1100 / SPN 1120 Beginning Spanish

Spring 2018

Profesora: María José Montero

### Descripción del curso

Este curso está dirigido a estudiantes sin conocimientos previos del idioma. El objetivo es proporcionar a los estudiantes las herramientas lingüísticas necesarias para desenvolverse en situaciones reales en la lengua española, permitiéndole ser capaz de comprender y utilizar expresiones cotidianas de uso frecuente, frases sencillas, presentarse a sí mismo y a otros y dar y pedir información básica personal y establecer contactos sociales básicos.

### Objetivos de aprendizaje

Este curso tiene como objetivos capacitar a los alumnos para:

- Comprender y utilizar expresiones cotidianas de uso muy frecuente así como frases sencillas destinadas a satisfacer necesidades de tipo inmediato.
- Presentarse a sí mismo y a otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce.
- Relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad y esté dispuesto a cooperar.

### Metodología y actividades

El método de aprendizaje es dinámico, impulsando a los alumnos a utilizar activamente la lengua interactuando con sus compañeros de clase y trabajando en grupo.

La lengua de intercambio en clase es el español para permitir a los estudiantes un contacto constante con la lengua española.

Las actividades propuestas van de la más guiada a la más libre para que en el proceso de aprendizaje el estudiante, poco a poco, interiorice lo que va aprendiendo.

### Libro de texto

Selección de materiales y actividades diversos.

Cada estudiante recibirá la información de ICS en un pendrive. Es obligatorio comprar el libro en la escuela ICS o imprimir el libro en una papelería. Es necesario disponer del libro desde el tercer día de clase.

### Contenidos

Lección 1: Saludos y presentaciones

Lección 2: Origen y procedencia

Lección 3: Información personal

Lección 4: ¿Tú o Usted?

Lección 5: Mi familia

Lección 6: Objetos

Lección 7: Gustos

Lección 8: Mi barrio, horarios públicos y el tiempo

Lección 9: Un día normal

Lección 10: El fin de semana

Lección 11: El trabajo

Lección 12: ¿Sabes nadar? Lección

13: Mi pueblo, mi ciudad Lección

14: Mi casa y mi habitación Lección

15: ¿Qué hiciste ayer?

## Bibliografía

- Alba, Á. y otros: Prisma. Comienza. Método de Español para Extranjeros. Nivel A1. Ed. Edinumen. Madrid, 2002.
- Álvarez Martínez, M.Á. y otros: Nuevo Sueña. Español Lengua Extranjera. Niveles 1 y 2. Ed. Anaya. Madrid, 2015.
- Alonso Raya, R. y otros: Gramática Básica del Estudiante de Español A1-B1. Ed. Difusión. Barcelona, 2005.
- Borobio, V.: Ele Actual A1. Ed. SM. Madrid, 2012.
- Castro, F. y otros: Nuevo Ven 1. Español Lengua Extranjera. Libro del Alumno. Ed. Edelsa. Madrid, 2003.
- Castro Viúdez, F. y otros: Nuevo Español en marcha. Nivel Básico. A1 y A2. Ed. SGEL. Madrid, 2014.
- Cerrolaza, M. y otros: Planet@ E/LE. Libro de referencia gramatical. Fichas y ejercicios. Ed. Edelsa. Madrid, 2006.

## Evaluación

Asistencia y participación:	20%
Tareas:	20%
Controles:	10% (fechas a determinar por la profesora)
Examen parcial:	20% (31 de octubre de 2017)
Examen final:	20% (13 de diciembre de 2017)
Presentación oral:	10% (12 de diciembre de 2017)

Considerando el carácter intensivo del curso, se valorará la asistencia, la participación activa en clase, así como la realización de las tareas en clase y en casa. La asistencia a clase es obligatoria. Se reducirá un 5% por cada ausencia no justificada (hasta un 20% de la calificación final). Si un/a estudiante falta a clase o llega tarde a clase, es necesario contactar con un compañero/a de clase sobre la materia estudiada en clase, así como las tareas de la profesora.

El modelo de los controles y exámenes escritos se basa en: ejercicios de gramática (instrucciones como: conjugar tiempos verbales, completar verbos en la forma adecuada del tiempo, seleccionar el verbo adecuado, etc.) y actividades de comprensión lectora/auditiva y de expresión escrita, similares a los ejercicios practicados en clase.

En la presentación oral, cada estudiante debe hacer una presentación en power point o prezi (fotos, música, videos...) en la clase (5-10 minutos). Debe describir su experiencia vivida en España desde que llegó hasta el día de su presentación (la ciudad de Sevilla, la familia de acogida, compañeros de estudio, amigos, la escuela, las visitas culturales y excursiones que ha hecho, lo que más le ha gustado, lo que menos le ha gustado, choque cultural...) con el objetivo de demostrar la competencia lingüística adquirida durante el curso.

La presentación (documento pdf) debe enviarse al email de la profesora [mjpreciados@gmail.com](mailto:mjpreciados@gmail.com) antes del 11 de diciembre de 2017. Para la calificación de la presentación oral, se considerarán los siguientes criterios: fluidez, coherencia y cohesión, variedad y corrección gramatical e interacción con el grupo.

## Normas de clase

Se valorará positivamente que los estudiantes participen activamente en las actividades del aula y que además mantengan una actitud académica y respetuosa. No se permite utilizar dispositivos electrónicos (teléfono móvil, tablet, computadora, auriculares, etc.) en clase, excepto que la profesora lo autorice expresamente.

**NOTA:** Este syllabus podrá estar sujeto a cambios si las necesidades y evolución del curso así lo requieren.



## INTERNATIONAL COLLEGE OF SEVILLE

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### SPN 1000 Elementary Spanish Conversation Fall 2017

#### Descripción del curso

El objetivo de este curso es dotar al alumno de las capacidades básicas necesarias para ser eficaz en la comunicación, poniendo en práctica los conocimientos lingüísticos adquiridos en el curso de Beginning Spanish. El alumno será independiente comunicativamente en situaciones habituales de la vida diaria. La conversación se trabajará dos horas semanales, en las que se intensificará la práctica oral que se desarrolla normalmente en clase.

#### Objetivos de aprendizaje

- Presentarse. Deletrear palabras.
- Dar y pedir la hora.
- Preguntar y decir la profesión.
- Hablar sobre la familia.
- Describir el físico y el carácter de una persona.
- Iniciar una conversación telefónica.
- Preguntar a alguien cómo se siente. Hablar de cómo se siente uno mismo.
- Ir de compras. Decir qué ropa lleva otra persona. Pedir en una tienda. Preguntar el precio.
- Hablar de preferencias.
- Pedir y solicitar un servicio en un restaurante. Hablar de comidas.
- Describir una casa.
- Expresar ubicación.
- Felicitar a alguien.
- Hablar del tiempo atmosférico.
- Hablar de planes y proyectos.
- Concertar una cita.

#### Temario

- Información personal.
- Descripciones.
- La hora.
- Conversaciones telefónicas.
- Sentimientos y emociones.
- Las compras.
- Las comidas.
- La casa. La localización.
- El tiempo atmosférico.
- Planes.

#### Nota Final

Conversación: 100%

#### Normas de clase

Se valorará positivamente que los estudiantes participen activamente en las actividades del aula y que además mantengan una actitud académica y respetuosa. No se permite utilizar dispositivos electrónicos (teléfono móvil, tablet, computadora, auriculares, etc.) en clase, excepto que la profesora lo autorice expresamente.



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## **SPN 2200 Intermediate Spanish I SPN 2201 Intermediate Spanish II Spring 2018**

Prof: Luis F. Recio Díaz  
lfreciodiaz@gmail.com

### **Descripción del curso:**

El objetivo del curso es que, a un nivel intermedio, el estudiante pueda conocer y reconocer las formas y estructuras lingüísticas del español, relacionarlas con sus funciones comunicativas correspondientes, y usarlas en su producción oral y escrita de una manera pragmática y socialmente adecuada. Así, deberá ser capaz de relacionarse correctamente con hablantes nativos, desenvolverse con independencia en situaciones cotidianas, describir experiencias, acontecimientos, deseos, justificar sus opiniones o explicar sus planes y comprender los puntos principales de textos en situaciones de trabajo, estudio u ocio al producir textos sobre temas que le son familiares.

En el curso se realizará la capacidad participativa y creativa del estudiante en el proceso de aprendizaje. En dicho proceso, el estudiante asume el protagonismo por medio de la actuación en un contexto comunicativo real. La integración de las destrezas lingüísticas será la base de todo el trabajo práctico planteado en clase. La cultura, además, se integra en el curso como un componente esencial de la lengua. Se facilitará también el conocimiento de los aspectos pragmáticos y socioculturales necesarios para una interacción correcta y apropiada con los hablantes nativos monolingües de español. De esta manera, se conseguirá que su estancia en España tenga más oportunidades de éxito, reflejado en una más rápida integración en la cultura española y como consecuencia una mayor disponibilidad para el aprendizaje y la adquisición de la lengua española.

### **Metodología y actividades**

En cada unidad didáctica se trabajará en el aprendizaje y la adquisición de actos comunicativos reales y habituales que reproducen la vida de la sociedad española, estudiando y practicando todos los contenidos pragmáticos, comunicativos, funcionales, léxicos y gramaticales. El estudiante desarrollará las habilidades comunicativas mediante actividades orales donde exprese su propia identidad y tenga la oportunidad de actuar en español en contextos comunicativos variados, convirtiendo sus conocimientos pasivos en activos. Los problemas gramaticales se tratarán ofreciendo material práctico para la fijación de los aspectos morfosintácticos y léxico-semánticos, pero siempre relacionados con los contenidos comunicativos, funcionales, pragmáticos y socioculturales. Los estudiantes realizarán tareas escritas motivadas por el propio proceso de aprendizaje y vinculadas a las diferentes funciones y recursos lingüísticos del español.

Se estudiarán y practicarán las estructuras lingüísticas específicas (morfológicas, sintácticas y léxicas) y las normas pragmáticas y socioculturales que se utilizan para la realización correcta y apropiada de diferentes actos de habla del español. Como parte del trabajo de clase se realizarán actividades que ayuden a los estudiantes a desenvolverse de manera correcta y apropiada en las situaciones comunicativas que aspiran a cubrir las necesidades de un estudiante que pretende establecer sus primeros contactos sociales en español, trabajando con los elementos que supongan para los estudiantes norteamericanos dificultades (añadidas al desconocimiento del código lingüístico) en el desarrollo de sus destrezas comunicativas. Estas actividades les permitirán seleccionar cada una de las opciones lingüísticas significativas que el español ofrece para llevar a cabo una interacción pragmáticamente adecuada y socialmente aceptada en las diferentes situaciones comunicativas.

### **Criterios de evaluación**

Asistencia y participación	20%
Controles	20%
Composiciones	20%

Examen Parcial	20%
Examen final	20%

La asistencia a clase es obligatoria. Se deducirá un 5% de la nota final por cada ausencia a clase no justificada.

**ASISTENCIA Y PARTICIPACIÓN:** asistencia y puntualidad, interés, participación activa en clase y en las actividades fuera del aula, cumplimentación de la tarea asignada.

**CONTROLES:** Previos a los Examen Parcial y Final se realizarán controles que tendrán la estructura: 1. Actividades morfosintácticas y léxico-semánticas para evaluar su competencia lingüística. 2. Creación por escrito de un texto en el que el estudiante aplique todos los conocimientos pragmáticos, comunicativos, funcionales, léxicos y gramaticales que ha adquirido.

**COMPOSICIONES:** En las composiciones se evaluará: Contenido (ideas, desarrollo), organización (coherencia y cohesión), gramática (corrección gramatical, variedad de estructuras) y vocabulario (variedad léxica).

**EXAMEN PARCIAL Y FINAL:** El examen parcial se realizará en la semana 6 del curso, y el examen final se realizará el último día del curso de la semana 12, que tendrán la misma estructura: 1. Actividades morfosintácticas y léxico-semánticas para evaluar su competencia lingüística. 2. Creación por escrito de un texto en el que el estudiante aplique todos los conocimientos pragmáticos, comunicativos, funcionales, léxicos y gramaticales que ha adquirido.

### **Contenidos y programación**

#### **Semana 1:**

**Competencia lingüística:** • Presente indicativo regular e irregular. • Presente subjuntivo regular e irregular. • (No) Creo que presente +indicativo/subjuntivo. • (No) Quiero/ espero + infinitivo/ que + presente de subjuntivo. • (No) me gusta/molesta + infinitivo/ que + presente de subjuntivo.

**Competencia pragmática y sociocultural:** • Información personal. • Expresar opinión, deseos y sentimientos en presente.

#### **Semana 2:**

**Competencia lingüística:** • Quedar/quedarse. • Hay/está. • Imperativo •

**Competencia pragmática y sociocultural:** • Hablar del tiempo. • Sugerir una actividad, citarse con alguien. • Hablar de distancias, de cómo se va. -Dar consejos.

#### **Composición 1**

#### **Semana 3:**

**Competencia lingüística:** • Demostrativos. • Posesivos. • La comparación. • Ser/ estar. • Gustar/parecer/caer. • (No) Creo/ me parece que que + indicativo/ subjuntivo.

**Competencia pragmática y sociocultural:** • Solicitar un servicio. • Comprar. • Pedir. • Comparar. • Expresar acuerdo y desacuerdo. • Discutir. • Describir. • Expresar gusto • Hablar de otros.

#### **Control 1**

#### **Semana 4:**

**Competencia lingüística:** • Formas y usos del P. Perfecto. • Llevar/hace/desde hace • Formas y usos del P. Imperfecto.

**Competencia pragmática y sociocultural:** • Hablar del tiempo que se lleva o no se lleva haciendo algo. • Describir en pasado. • Hablar de acciones habituales, continuas o anticipadas en pasado. • Transmitir lo que han dicho otros en pasado.

#### **Semana 5:**

**Competencia lingüística:** • Formas y usos del Pretérito I. • Formas y usos del P. Pluscuamperfecto • Contraste de pasados en español: P. Perfecto, P. Imperfecto, Pretérito I. y P. Pluscuamperfecto

**Competencia pragmática y sociocultural:** • Hablar de acciones que ocurrieron una vez, durante un tiempo limitado o que suponen un cambio en pasado • Hablar de una acción pasada anterior a otra también pasada • Narrar

#### **Composición 2**

#### **Semana 6:**

**Revisión semanas 1, 2, 3, 4 y 5**

**Preparación examen parcial**

**Examen Parcial**

**Semana 7:**

**Competencia lingüística:** • (No) quería-quisiera-querría+ infinitivo/ que + pasado de subjuntivo.  
• (No) me gustó- gustaba-gustaría+ infinitivo/que +pasado subjuntivo.  
**Competencia pragmática y sociocultural:** • Expresar deseos y sentimientos en pasado y en futuro.

**Semana 8:**

**Competencia lingüística:** • Cuando/ tan pronto como/ hasta que + presente de subjuntivo.  
• Uso del relativo con antecedente real o no real: Tengo/ quiero un... que...+ indicativo/ subjuntivo.  
**Competencia pragmática y sociocultural:** • Referirse al futuro • Hablar de lo que tenemos o queremos tener:  
**Composición 3**

**Semana 9:**

**Competencia lingüística:** • Tienes que / (no) debes + infinitivo • Te recomiendo-aconsejo/ es mejor-necesario + infinitivo/ que + subjuntivo • Imperativo afirmativo y negativo • Para + infinitivo/ que + subjuntivo • Por y para  
**Competencia pragmática y sociocultural:** • Dar instrucciones, órdenes y consejos. • Aconsejar y recomendar. • Expresar finalidad y causa.  
**Control 2**

**Semana 10:**

**Competencia lingüística:** • Con tal de que/ siempre que/ a menos que + subjuntivo. Si + presente indicativo/ pasado de subjuntivo.  
**Competencia pragmática y sociocultural:** • Expresar condiciones posibles en el futuro e imposibles en el presente.

**Semana 11:**

**Competencia lingüística:** • Impersonal: Se/ uno/ la gente/ 2ª persona singular-3ª persona plural. • (No) Creo/ Es verdad que + indicativo/ subjuntivo.  
**Competencia pragmática y sociocultural:** • Expresarse de forma general. • Discutir, argumentar.  
**Composición 4**

**Semana 12:**

**Revisión semanas 7, 8, 9, 10 y 11**  
**Preparación examen parcial**  
**Examen Final**

**BIBLIOGRAFÍA**

-VV. AA.: Gramática básica del estudiante de español. Difusión, Barcelona.  
- VV. AA.: Repertorio de funciones comunicativas del español, versión bilingüe español-inglés. SGEL, Madrid.



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## **SPN 2240 Intermediate Spanish Conversation**

Fall 2017

Prof: Luis F. Recio Díaz

lfreciodiaz@gmail.com

### **Descripción**

Es un curso de nivel intermedio para estudiantes de español que quieren alcanzar competencia oral, comunicativa, pragmática y sociocultural en el que en la clase los estudiantes practicarán la interacción con los hablantes en cada situación comunicativa específica. El objetivo del curso es que el estudiante aprenda y adquiera de modo progresivo y continuado durante el transcurso del semestre todos los elementos lingüísticos, las funciones comunicativas y las normas pragmáticas y socioculturales que le garanticen el éxito real en el uso comunicativo e interactivo del español y lleguen al final de su estancia en el extranjero como individuos competentes que puedan desarrollarse en el futuro en español.

### **Objetivos:**

Al final del curso, los estudiantes deberán ser capaces de comunicarse e interactuar para:

- Expresar e interactuar información personal.
- Expresar opinión, deseos y sentimientos en presente.
- Hablar del tiempo.
- Sugerir una actividad, citarse con alguien.
- Hablar de distancias, de cómo se va.
- Solicitar un servicio.
- Comprar.
- Pedir.
- Comparar.
- Expresar acuerdo y desacuerdo.
- Describir.
- Expresar gusto
- Hablar de otros.
- Hablar del tiempo que se lleva o no se lleva haciendo algo.
- Describir en pasado.
- Hablar de acciones habituales, continuas o anticipadas en pasado.
- Transmitir lo que han dicho otros en pasado.
- Hablar de acciones que ocurrieron una vez, durante un tiempo limitado o que suponen un cambio en pasado.
- Hablar de una acción pasada anterior a otra también pasada.
- Narrar.
- Expresar deseos y sentimientos en pasado y en futuro.
- Referirse al futuro
- Hablar de lo que tenemos o queremos tener:
- Dar instrucciones, órdenes y consejos.
- Aconsejar y recomendar.
- Expresar finalidad y causa.
- Expresar condiciones posibles en el futuro e imposibles en el presente.
- Expresarse de forma general.
- Discutir, argumentar.

### **Metodología y actividades**

En cada sesión de clase se presentará material real y actual (textos contemporáneos de diferentes ámbitos específicos del español, vídeos de noticias, debates, publicidad, películas y series españolas de televisión, etc.) y se trabajará en el análisis y práctica de las estructuras lingüísticas, las formas morfológicas, sintácticas y léxicas, las funciones comunicativas y las

normas pragmáticas y socioculturales que le permitan comunicarse e interactuar correcta y adecuadamente en español.

Las actividades en el aula (diálogos, dramatizaciones, debates, presentaciones orales que sean significativas y motivadoras para el estudiante) facilitarán a los estudiantes el entendimiento de los comportamientos comunicativos de la sociedad en la que están viviendo. Las actividades estarán relacionadas directamente con el momento específico de su experiencia vital en el extranjero, y estarán dirigidas fundamentalmente a la puesta en práctica de todo lo aprendido y practicado dentro del aula. Se realizarán entrevistas a nativos de español sobre temas de actualidad, reportajes (sobre diferentes aspectos socioculturales de Sevilla, sobre noticias, etc.) que deberán presentarse en clase (el uso del vídeo será fundamental) para su posterior visionado, comprensión, análisis, comentario, discusión y valoración de los aspectos lingüísticos, comunicativos, pragmáticos, históricos, sociales y culturales.

### **Criterios de evaluación**

Asistencia y participación	50%
Examen final	50%

**EXAMEN FINAL:** La prueba oral se realizará el último día del curso y se evaluará la competencia oral y la capacidad del estudiante de comunicarse e interactuar correcta y apropiadamente (interacción, fluidez, pronunciación, gramática y vocabulario) y aplicar sus conocimientos pragmáticos, comunicativos, funcionales, léxicos y gramaticales.

La asistencia a clase es obligatoria. Se deducirá un 5% de la nota final por cada ausencia a clase no justificada.



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### **SPN 3955 Advanced Composition & Conversation I**

Prof. Laura Fernández Rodríguez

Spring 2018

#### **Objetivos y descripción:**

La finalidad de este curso es que el alumno, en el proceso de adquisición de la gramática, llegue a sentir que su mayor o menor familiaridad con las estructuras del español no es necesariamente un fin en sí mismo, sino un medio eficaz que le podrá permitir desarrollar su competencia lingüística tanto a nivel oral como escrito.

#### **Metodología y actividades:**

Con el fin de ofrecer al alumno herramientas para participar de forma efectiva en cualquier tipo de situación, se procurará poner siempre en relación las explicaciones de los conceptos gramaticales con las habilidades comunicativas.

Para desarrollar la producción escrita del alumno, se trabajará tanto con la lectura, el análisis y el comentario de diversos textos, como con redacciones que le ayuden a fijar los conceptos gramaticales previamente explicados.

Asimismo, a fin de mejorar la confianza del alumno en su propia producción oral, se realizarán actividades tales como conversaciones, debates en grupo, discusiones o representaciones de situaciones de la vida diaria.

Dado el carácter eminentemente práctico de este curso, se valorará muy especialmente la asistencia y participación en clase.

#### **Temario:**

- Repaso completo del modo indicativo (con especial incidencia en los tiempos del pasado).
- Nuevos usos de "ser" y "estar".
- El subjuntivo: para expresar sentimiento, deseo, consejo, mandato, etc.
- El imperativo
- Pronombres de OD/OI
- Las preposiciones (en especial "por" y "para")
- Modismos y expresiones

#### **Libro de texto:**

Se entregará al alumno un *pendrive* donde encontrará un *Cuaderno de Ejercicios* recopilado por la profesora y que será el libro que se usará en clase a diario.

#### **Evaluación:**

Redacciones (2): 20%

Pruebas (2): 20%

Examen parcial: 20%

Examen final: 30%

Actitud, participación y tareas: 10%

- La **asistencia** a clase es **obligatoria**. Cada falta de asistencia sin justificar se penalizará con un **5% menos de la nota final**.
- La entrega de las **redacciones** y del **proyecto** deberá hacerse en las fechas marcadas por la profesora. Las entregas fuera de fecha se penalizarán con un **3% menos por cada día que pase**.

**NOTA:** Este programa podrá estar sujeto a cambios si las necesidades y la evolución del curso así lo requieren.



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## SPN 4930 Comparative Grammar

Spring 2018

Dr. Ignacio Martínez

### Course description

This course analyzes in depth those syntactical and grammatical points which are of particular interest for the students of Spanish at the advanced level. Different aspects from both languages are developed while trying to consolidate structural proficiency. Special emphasis is placed on providing the students with enough resources to avoid repetition of English grammatical structures when writing and speaking in Spanish or viceversa. Practical exercises are given and translations to and from both languages are an integral part of the course.

### Grading System.

Participation	10%	Midterm	20%
Quizzes	50%	Final	20%

Class attendance is mandatory. 5% of the final grade will be deducted for every unjustified absence.

### Textbook.

Martínez Rojas, Ignacio. Curso práctico de gramática comparada (inglés-español). Sevilla: ICS, 2010.

### Grammar Topics.

1. The Article. Demonstrative Adjectives and Pronouns.
2. Word Formation and the attributive use of the Noun.
3. Adjectives.
4. Auxiliary and Modal Verbs.
5. There Be, Haber / To Be, Ser, Estar.
6. Verbal Tenses.
7. Relative Pronouns.
8. The -Ing Ending. Infinitive, Gerund and Past Participle.
9. Passive Voice.
10. Pronouns.
11. Preposition and Adverbs. Phrasal-Prepositional Verbs.
12. The Subjunctive.

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- Marques, Sarah. La lengua que heredamos: Curso de Español para Bilingües. New York: Wiley, 2012.
- Martín, Ana María et al. El español de los negocios. Madrid, SGEL, 2004. Also available in pdf format.
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- Quirk, Randolph & Sidney Greenbaum. A University Grammar of English. London: Longman, 1991. Also available in pdf format.
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- Seco, Manuel y otros. Diccionario del español actual. 2 vols. Madrid: Aguilar, 2006.
- Spinelly, Emily. English Grammar for Students of Spanish. Michigan: The Olivia & Hill Press, 2012.
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### **SPN 3340 Spanish for Native Speakers**

**Spring 2018**

**Dr. Ignacio Martínez**

#### **Course Description**

This course is designed specifically for native or heritage speakers of Spanish with oral proficiency but little or no formal training in the language. The course is designed to build on the language base students already possess. Their language is viewed as a valid means of oral communication. The primary purpose of the course is to develop reading and writing skills, although all of four language skills (listening, speaking, reading, and writing) are emphasized via cultural and community activities.

#### **Textbook:**

Reader compiled by the lecturer.

#### **Grading System.**

Participation 10%  
Midterm 20%  
Quizzes 50%  
Final 20%

Class attendance is mandatory. 5% of the final grade will be deducted for every unjustified absence.

#### **Grammar Topics.**

1. The Article. Demonstrative Adjectives and Pronouns.
2. Word Formation and the attributive use of the Noun.
3. Adjectives.
4. Auxiliary and Modal Verbs.
5. There Be, Haber / To Be, Ser, Estar.
6. Verbal Tenses.
7. Relative Pronouns.
8. The -Ing Ending. Infinitive, Gerund and Past Participle.
9. Passive Voice.
10. Pronouns.
11. Preposition and Adverbs. Phrasal-Prepositional Verbs.
12. The Subjunctive.

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## **SPN 3011 Contemporary Spanish Literature Dr. Susana Jákfalvi Spring 2018**

### **Descripción del curso:**

#### **Tipo de curso: teórico-práctico**

En este curso se ofrecerá una introducción a la literatura española del siglo XX y XXI. Se hará énfasis en el contexto cultural y socio-histórico. Se analizarán textos de varios géneros literarios, haciendo hincapié en los movimientos a los que pertenecen. Algunos de los temas incluidos son: el modernismo, la generación del '89, el post-modernismo, la generación del 27, la literatura posterior a la guerra civil, y las nuevas tendencias literarias. Se leerán y analizarán fragmentos de las obras de los siguientes autores: Miguel de Unamuno, Federico García Lorca, Antonio Machado, Miguel Mihura, Camilo José Cela o E. Vila-matas.

También se van a leer poemas y fragmentos en prosa escritos por: Rubén Darío, Carmen Laforet, Eduardo Mendoza, Sara Mesa, o Francisco Gallardo.

### **Objetivos**

-Lograr que los estudiantes conozcan, de manera progresiva, a los autores y las obras sobresalientes de los siglos XX y XXI, así como las características de los movimientos más importantes de estos siglos.

-Ejercitar a los alumnos en la lectura crítica de textos relevantes del siglo XX y XXI, situándolos en su contexto histórico-cultural.

### **Textos:**

- Miguel de Unamuno: San Manuel, bueno, mártir. 1930. Cátedra
- Federico García Lorca: Bodas de sangre. 1936. Cátedra
- Miguel Mihura: Tres sombreros de copa. 1932. Cátedra
- Camilo José Cela: La familia de Pascual Duarte. 1942. Cátedra

### **EVALUACION**

Participación, Informe de lecturas 25%

Miniensayos: 25% (el contenido y la extensión se anunciará durante las clases)

Ensayo final 50%

La participación en clase es fundamental en el curso. Cada estudiante tendrá que exponer sus opiniones críticas sobre los textos asignados. Es necesario que las lecturas se hagan antes de clase.

### **Temario:**

- Modernismo. La generación del 98.
- Las vanguardias y la generación del 27.
- La Segunda República y la guerra civil.
- La generación del medio siglo.
- La literatura de la España posfranquista
- Tendencias recientes de la literatura española

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## **Culture & Society of Spain**

**Spring 2018**

**Lecturer: John Boyle**

**Course Description:** The Culture and Society of Spain includes a study of Spanish life and character as it manifests itself in history, regional personality, celebrations, music, legendary figures and modern Spain. Special emphasis is given to the southern part of Spain, Andalucía, which conserves today the diverse cultural heritage of Europe, Africa and the Orient (Near and Middle East).

**Text:** Reader. Course dossier elaborated by the instructor.

### **Grading System:**

Mid-Term 25%

Final Exam 30%

Essay 20%

Attendance 15%

Participation 10%

Class attendance and ICS City Visits are mandatory. For every unexcused absence your grade will suffer a 5% penalty. Course Schedule: Week: September 25.

### **Course Schedule: Week: September 25.**

1.- Mon. 25: Spanish Geography, Regional Diversity, Judy's suggestions, Sevilla la maravilla.

2.- Wed. 27: Romans, Visigoths and Moors

\*.- Sat. 30: Field Trip: Jerez de la Frontera & Bolonia

### **Week: October 02**

3.- Mon. 02: Andalucía: Character, Dialect, Linguistic Peculiarities, Cuisine

4.- Wed. 04: The Moorish legacy in Andalucía

\*.- Frid. 06: Field Trip: "El Alcázar", Seville's Royal Palace

### **Week: October 09**

5.- Mon. 09: The Reconquest and the Spanish Empire

6.- Wed. 11: Structure of Spanish Society through the ages

Thursday 12th October: "Día de la Hispanidad"

**Week: October 16**

7.- Mon. 16: 20th Century Spain, an Introduction

8.- Wed. 18: The Spanish Civil War

\*.- Frid.20: Field Trip to "Itálica"

\*.- Sat.21: Field Trip to Córdoba

**Week: October 23**

09.- Mon. 23: Regional differences & Characteristics and their consequences

10.- Wed. 25: The Transition to Democracy

\*.- Frid. 27: Cultural Visit to Cathedral and Giralda

**Week: October 30**

11.- Mon. 30: Mid-Term Exam

Wednesday 1st November: "Todos los Santos"

\*.- Frid. 03/ Sat. 04/ Sun. 05 Field Trip to Morocco

**Week: November 06**

12.- Mon. 06: Democratic Spain. Spain on the world stage

13.- Wed. 08: Toros. The Bullfight.

\*.- Frid. 10: Cultural Visit to Fine Arts Museum

**Week: November 13**

14.- Mon.13: Customs, Rites and Festivals. Holy Week & Feria in Seville

15.- Wed.15: The Spanish Character today

\*.- Frid.17 / Sat.18 Field Trip to Granada

**Week: November 20**

16.- Mon.20: Politics and Regionalism

17.- Wed.22: Education, Health and Social Welfare

\*.- Thur. 23: ICS Thanksgiving Dinner

**Week: November 27**

18.- Mon.27: Values, Lifestyle and Morality

19.- Wed.29: The Economy

\*.- Frid. 01: Cultural Visit to Castillo de San Jorge & Triana Market

**Week: December 04**

20.- Mon.04: How can we sum up the reality of Spain?

\*.- Wed.Thur. & Frid. are Holidays

**Week: December 11**

21.- Mon.11. Exam Revision

22.- Wed.13 FINAL EXAM

**Bibliography**

- Casas, Penelope. Tapas: The Little Dishes of Spain. New York: Knopf, 1985.
- Casas, Penelope. The Food and Wines of Spain. New York: Knopf, 1982.
- Camacho, Curro and Judy Cotter. Our Friend, John Fulton «Quixote». Sevilla: Imprenta Taurina Andaluza Cervantes, 2001.
- Fulton, John. Bullfighting. Sevilla: Quixote Classics Ed., 1992.
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## ARH 3351 - The Art of Spain

Spring 2018

Lecturer: Duda Popovic

**Description of the Course:** The Art of Spain includes the study of outstanding examples of architecture, painting and sculpture, emphasizing the early Roman and Moorish contributions, as well as the great Spanish painters: El Greco, Ribera, Murillo, Velázquez, Goya, Picasso, Miró, Dalí, and the architect Antonio Gaudí. ICS city visits and field trips are mandatory.

### Learning Objectives:

- Gain a broad understanding of the relationship between the art, the individual and society.
- Build a basic art history terminology for conducting visual and formal analysis and critiquing a variety of works of art using that vocabulary.
- Discuss works of art in their appropriate contexts: aesthetic, historical, archaeological, social, philosophical, political, economic, etc. - Demonstrate an ability to identify and describe the most representative artworks of Spanish art.

### Course Plan

1. Introduction, Pre-History, The Cave art of Altamira, Paleolithic and Neolithic Periods, early inhabitants, traders and colonizers
  2. Roman, Early Christian, Visigoth art, sculpture and architecture
  3. Islamic Art in Al-Andalus. Caliphate of Cordoba: The Great Mosque of Cordoba; The Taifas and Almohads: The Giralda of Seville, Torre del Oro in Seville; The Nasrid Kingdom of Granada: The Alhambra of Granada; Mudéjar Architecture, Cultural Fusion
  4. Architecture – Romanesque, Gothic, Renaissance (Plateresque, Purism and Herreriano Styles)
  5. El Greco: biography, styles and techniques, masterpieces
- **Mid-Term Exam**
  - Golden Age, Baroque Masters: Velázquez, Ribera, Zurbarán, Murillo: biographies, styles and techniques, masterpieces
  - Neoclassicism/Romanticism, Goya: biography, styles and techniques, masterpieces
  - 20<sup>th</sup> Century Art, Picasso: biography, styles and techniques, periods (Blue, Rose, African, Cubism, Classicism, Surrealism), War in Spain: Guernica, masterpieces
  - Modernism, 20<sup>th</sup> Century Architecture, Gaudí: biography, styles and techniques, masterpieces
  - Surrealism, Dalí and Miró: biography, styles and techniques, masterpieces

### 1. Final Exam

### Required Readings (Course Pack/Reader):

- Cotterill, H.B. **A History of Art Vol.2**. George G. Harrap & Co. Ltd.
- Dodds, Jerrilynn D. **Al-Andalus: The art of Islamic Spain**. Exhibition catalog, 1992, The Metropolitan Museum of Art, New York.
- Gudiol, José. **The Arts of Spain**. Thames and Hudson, 1964
- Moffitt, John F. **The Arts in Spain**. Thames and Hudson, 2015

### Supplementary (Recommended) Readings:

- Baetjer, Katherine. **El Greco**. The Metropolitan Museum of Art Bulletin, V.39, No.1, 1981
- Baticle, Jeannine. **Zurbarán**. The Metropolitan Museum of Art Exhibit Publication, 1987
- Pérez Sánchez, A.E., Spinosa, Nicola. **Jusepe de Ribera 1591-1652**, The Metropolitan Museum of Art Exhibition Publication, 1992
- Domínguez Ortiz, A., Pérez Sánchez A.E., Gállego Julian. **Velázquez**. The Metropolitan Museum of Art Exhibit Publication, 1989

- Shanes, Eric. ***The Life and Masterworks of Salvador Dalí***. Parkstone International, 2012
- Voorhies, James. ***Francisco de Goya (1746-1828) and the Spanish Enlightenment***. Heilbrunn Timeline of Art History. The Metropolitan Museum of Art, 2003
- Voorhies, James. ***Pablo Picasso (1881-1973)***. Heilbrunn Timeline of Art History. The Metropolitan Museum of Art, 2004

**Course requirements:**

- Attend all classes punctually, including mandatory city visits and field trips.
- Complete all class readings, homework and/or reading assignments on a weekly basis.
- Assigned readings must be completed before the day of the lecture.
- Give oral presentations (individual or group) based on Field Trips/ City Visits or Topic of student's choice.
- Complete one mid-term exam and one final exam.

**Grading:**

Mid-term exam: 25%

Final exam: 30%

Participation: 20%

Oral Presentation: 15%

Class Attendance: 10%

**Attendance:**

Attendance will be taken at the beginning of each class. Being late twice will count as one absence. More than two absences will negatively affect your participation grade and/or class attendance.

**Class Notes:**

Taking notes is very important and should be practiced throughout the semester. It is advisable to make clear and detailed notes for revision purposes, as anything discussed in the class lectures, readings, field trips and museum visits may appear on exams.



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## **INR 3002 International Relations Spring 2018**

Prof. John Boyle

### **Course Aims**

To familiarize the students with the development, theoretical debates, and changing structural features of International Relations (or better, Global Politics) throughout the 20th Century and into the New Millennium: the evolution from a world neatly partitioned into rival states with "clear" national interests to one where, owing to the many challenges of globalization, not least the rising importance of non-state actors, old certainties regarding international society become questioned and new solutions required. Clearly, key to any understanding (as opposed to merely explanation) of the processes and dynamics prevalent within Global Politics is the concept of power. Its identification, and the analysis of the various forms it manifests itself is a central aspect of this course.

### **Course Material**

Reader compiled by the lecturer.

### **Grading System**

Participation	15%
Project & Presentation	25%
Midterm	25%
Final	35%

Oral participation is very important, and every student is expected to contribute. Class attendance is mandatory.

**Attendance Policy:** For every unjustified absence, 5% will be subtracted from the final grade.

### **Project:**

An essay (4-5 pages) on a topic chosen by the student, approved by the instructor. Students will give a short presentation (10 minutes) on their project

### **Course Schedule**

- 1.- Introduction to Course
  - Overview and terminology
  - Factors influencing Human Relations
  - Cultural, Religious and Ethnic factors
- 2.- The Evolution of International Society
  - The Age of Globalization
  - National objectives
  - International objectives
- 3.- 20th Century History
  - The Alliance Syndrome and self protection
  - 1900 - 1920
  - 1920 - 1945
  - Effects of WWII (post-war interests, objectives/policies, Yalta, Bretton Woods, UN)
- 4.- Cold War
  - Conflicting theories.
  - The arms race, The space race, 3rd world countries.
  - The disintegration of the USSR. Reasons and consequences.

- 5.- Post-Cold War International System
  - Competing Visions
  - Change or continuity?
  - Conflicting Political Ideologies
  - International terrorism
- 6.- Global Economy
  - Post-war world economy
  - US hegemony
  - Rise and fall of Bretton Woods system
  - OPEC and the power of Oil
  - The development of international finance.
  - Role of International Organizations (IMF, World Bank, WTO)
- 7.- Emerging Economic Patterns
  - The USA and the expansion of NAFTA
  - The European Community and expansion towards Africa and the Middle East
  - The Oriental Giants: China and India
- 8.- The Middle East
  - Historical background
  - Cultural/Religious/Political areas
  - Arab - Israel conflict
  - Islam - Western World conflict
- 9.- The Arab Spring 2011
  - Tunisia
  - Egypt
  - Libya
  - Syria
- 10.- Less Developed Countries
  - Systematic exploitation of the 3rd World?
  - International trade, debt, MNCs
  - Political-Economic-Social factors
- 11.- Environmental Issues
  - Global environmental change
  - Climate, Resources, eco-systems
  - Collective responses at international level
- 12.- The United Nations and International Order
  - Objectives and structure of UN
  - Organizational/operational problems
  - Relevance and efficiency of UN
- 13.- A glimpse at the developments within Russia
  - The power struggle
  - The popular response
  - The importance for the West
- 14.- Current concerns with extremist fundamentalist terrorist movements.
  - The Paris assassinations
  - Rise of terrorism threats
  - National & International security and control measures
- 15.- Current processes in need of solution
  - Brexit and the Future of the European Union
  - Refugee crisis in Europe



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## **EUH 3090 Three Cultures: Christians, Muslims, and Jews in Spain Spring 2018 Lecturer: John Boyle**

### **Description of the Course**

This class will explore the nature, challenges and results of conflict and coexistence among Jews, Muslims, and Christians in medieval Spain. It will examine the breakdown of tolerance leading to the expulsions of Spanish Jews in 1492, Spanish Muslims by 1502, and the Moriscos of Spanish Muslim descent in 1609. Spain's subsequent involvement in Morocco will receive particular attention, as will the roles of Jews, Christians, and Muslims in present-day Spain. New perspectives will emerge on global issues from immigration to terrorism.

Consistent attendance and participation are essential for success in this course. Other requirements include a short paper (3-5 pages) and an oral presentation on the same topic, selected in consultation with the professor. The midterm and final exams will feature essay questions and the identification of key terms from the lecture outlines.

### **Textbook**

Reader compiled by the lecturer.

### **Course Schedule**

Readings must be completed and brought, with comments and questions, to the relevant class session indicated below.

- Introduction
- Judaism & Christianity in the Roman Empire
- The Romans in Spain
- The rise of anti-Semitism in Visigothic Spain
- The birth of Islamic Spain
- <http://www.islamicspain.tv/>
- The Caliphate of Córdoba & the Taifa Kingdoms
- Toledo and its School of Translators
- The "Reconquest"....rise of intolerance
- Fall of Granada
- The Empire in all its dimensions
- Mid-term Exam
- Expulsions and repressions
- The Inquisition
- The Protestant Reformation in Europe
- Spanish mentality from 18th to 20th century
- Internationality of Spain
- Spain's direction for the near future
- Political appreciation of interculturality
- Jewish & Islamic Communities in present day Spain
- Immigration: clash of cultures
- Tolerance, Integration, terrorism in Modern Spain
- Final Exam

### **Course Evaluation:**

Participation, attitude in class, quizzes:	25%
Group or individual presentation	25%
Midterm Exam:	25%
Final Exam:	25%

**Structure of the quizzes, midterm and final exam:** The exam and quizzes will be a combination of multiple choice, short questions, one essay style question and article analysis.

**Attendance Policy:** For every unjustified absence, 5% will be subtracted from the final grade

**Oral presentation evaluation:**

<b>Content:</b> Does the presentation offer accurate, high quality information, interesting and synthesized in an original manner?	50%
<b>Formal presentation:</b> Is the information presented clearly and in a scholarly manner? Does the presenter use graphics, visuals and/or other supplementary materials?	20%
<b>Is the presentation engaging?</b> Does the presenter actively strive to involve the class in his/her presentation? Does she/he strive to hold the attention of the class?	30%

**English Expression:** The students should express themselves -both orally and in writing- in good formal English. Particularly in the written partials and quizzes, as well as the presentations, good academic writing is essential. Bad, sloppy academic writing (misspellings, deficient syntax, etc.) will be penalized.

**Class Protocol:** Students are required to be involved in class activities. They are expected to show their preparation by participating in discussions, by asking relevant questions, being critical and analytical with the contents presented in class as well as by sharing their ideas and opinions. In class the student is required to maintain a polite demeanor always and under every circumstance. Students are asked not to eat in class and to put their cell phones on silence. With the exception being for class presentations, laptops are not to be used in class.

**Recommended Reading**

Safran, Janina M. **Defining Boundaries in al-Andalus.** (Muslims, Christians and Jews In Islamic Iberia) Cornell University Press, 2013. 246 pages.

**Available Bibliography (books in the ICS library)**

**BOOKS**

- Alexy, Trudi. *The Mezuzah in the Madonna's Foot.* New York: Simon & Schuster, 1993.
- Barakat, Halim. *The Arab World. Society, Culture, and State.* Berkeley: University of California Press, 1993.
- Bango, Isidro G. *Remembering Sepharad. Jewish Culture in Medieval Spain.* Madrid: Seacex, 2003.
- Constable, Olivia Remie, ed. *Medieval Iberia: Readings from Christian, Muslim & Jewish Sources.* Philadelphia: University of Pennsylvania Press, 1997.
- Cowans, Jon. *Early Modern Spain. A Documentary History.* Philadelphia: University of Pennsylvania Press, 2003.
- *Modern Spain. A Documentary History.* Philadelphia: University of Pennsylvania Press, 2003.
- Díaz-Mas, Paloma. *Sephardim: The Jews from Spain.* George K. Zucker, trans. Chicago: The University of Chicago Press, 1992.
- Gerber, Jane S. *The Jews of Spain.* New York: The Free Press, 1992.
- Husain, Ed. *The Islamist.* London: Penguin Books, 2007.
- Ibrahim, Raymond, ed. *The Al Qaeda Reader.* New York: Doubleday, 2007.
- Jayyusi, Salma Kahadra, ed. *The Legacy of Muslim Spain.* Boston: Brill, 1992-1993. 2 volumes.
- Kagan, Richard L. and Dyer, Abigail. *Inquisitorial Inquiries. Brief Lives of Secret Jews & Other Heretics.* Baltimore: The Johns Hopkins University Press, 2004.
- Kennedy, Hugh. *Muslim Spain and Portugal. A Political History of al-Andalus.* Essex: Pearson Education Limited, 1996.
- Kepel, Gilles. *Beyond Terror and Martyrdom: The Future of the Middle East.* Cambridge, MA: Harvard University Press, 2008.
- Lewis, Bernard. *Cultures in Conflict: Christians, Muslims, and Jews in the age of Discovery.* Oxford: Oxford University Press, 1995.
- Lombard, Maurice. *The Golden Age of Islam.* Princeton: Markus Wiener, 2003.
- Lowney, Chris. *A Vanished World: Medieval Spain's Golden Age of Enlightenment.* New York: Free Press, 2005.
- Mann, Vivian B., Glick, Thomas F. and Dodds, Jerrilynn D. *Convivencia. Jews, Muslims, and Christians in Medieval Spain.* New York: The Jewish Museum, 1992.
- Menocal, María Rosa. *The Ornament of the World How Muslims, Jews & Christians Created a Culture of Tolerance in Medieval Spain.* Boston: Little Brown & Co., 2002.
- Meyerson, Mark D. *A Jewish Renaissance in Fifteenth-Century Spain.* Princeton: Princeton University Press,

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--- and English, Edward D., eds. Christians, Muslims, and Jews in medieval and early modern Spain : interaction and cultural change. Notre Dame, Ind. : University of Notre Dame Press, 2000.

Meyuhas Ginio, Alisa, ed. Jews, Christians & Muslims in the Mediterranean World after 1492. London: Frank Cass, 2002.

Nirenberg, David. Communities of Violence. Persecution of Minorities in the Middle Ages. Princeton: Princeton University Press, 1996. (pp. 166-199)

Pacheco, Juan Antonio. Andalucía y Marruecos. Culturas para el diálogo. Sevilla: Mergablum, 2004.

Riedel, Bruce. The Search for al Qaeda: Its Leadership, Ideology, and Future. Washington, D.C.: Brookings Institution Press, 2008.

Smith, Colin et al., eds. Christians and Moors in Spain, 1145-1617. Warminster, Wiltshire, 1988-1992. 3 volumes.

Vidal, César. España Frente al Islam. De Mahoma a Ben Laden. Madrid: Osobelena, 2004.

Wallace-Murphy, Tim. What Islam Did for Us. Understanding Islam's Contribution to Western Civilization. London: Watkins, 2006.

Watt, W. Montgomery and Cachia, Pierre. A History of Islamic Spain. Edinburgh: Edinburgh University Press, 1965, 1996.

#### **ARTICLES**

Burke, Jason. "Al Qaeda". Foreign Policy 142 (May – June 2004), 18-26.

Eigeland, Tor. "Granada's New Convivencia." Saudi Aramco World (September-October 2003), 12-20.

Fuchs, Dale. "Pope asked to let Muslims pray in the Mosque-Cathedral of Cordoba." The Guardian, 29 December 2006.

Huntington, Samuel P., "The clash of civilizations?", in Foreign Affairs, Summer 1993 – volume 72 no 3, s. 22–49.

Radu, Michael. "The Fall of Spain?" FrontPageMagazine. com. March 16, 2004.

#### **AUDIO-VISUALS**

Films: Poniente (2002); The traitor (2008)

Documentary: Cities of Light: The Rise & Fall of Islamic Spain, PBS (2007)

**EUH 3141 The Mediterranean World**  
**Spring 2018**  
Prof. John Boyle

**Course Description**

This course is a survey of the Mediterranean world, an introduction to the political, and socio-economic reality, cultural aspects, and to the region's geo-strategic importance. Special attention is given to regional differences, such as the North/South divide with emphasis on the EU program of economic integration of the Southern Mediterranean countries under the EU Neighborhood policy. The course examines the historical development of the area, the economics and politics, and an analysis of special cases: international migrations, nationalism, management of natural resources, religious conflicts. The continuing effects of the Arab Spring uprisings will receive special attention as will the emergence of the Islamic State, its influence and its place within an Arab/Islamic context. The format of the course is conversational and interactive, including class discussions on the day-to-day events as they occur.

**Course Material**

Reader compiled by the lecturer.

**Grading System**

Participation	15%
Project & Presentation	25%
Midterm	25%
Final	35%

Oral participation is very important, and every student is expected to contribute. Class attendance is mandatory. For every unjustified absence, 5% will be subtracted from your final grade.

**Project:**

An essay (5 pages) on a topic chosen by the student, approved by the instructor. Students will give a short presentation (10 minutes) on their project

**Course Schedule**

**1.- Introduction.**

Physical and Human Geography.

A general review of political, economical, social and religious aspects of the Mediterranean basin.

An introduction to geomorphologic aspects, as well as to climate, hydrology, natural parks, resources, and environment.

Mediterranean countries and regions.

**2. Brief History of the Mediterranean.**

Key concepts. The main periods of Mediterranean history.

The Arab World and Islam, the European Union, and Israel and Jewish presence.

**3. Geo-strategic Aspects.**

Introduction to geopolitics in the Mediterranean.

20th Century. The Cold War. 21st Century Euro-Med development.

The Euro-Med area and US relations

#### **4. Mediterranean Europe.**

The Wave of Democratization in the Late Twentieth Century.  
European-Mediterranean agreements and cooperation.  
The prospects for a European-Mediterranean Union

#### **5. Economic, Social and Political Impact of proposed Euro-Med Partnership**

European and world trade  
Social and environmental issues  
Political understanding

#### **6.- The Arab Spring 2011**

Tunisia  
Egypt  
Libya  
Siria

#### **7. The self –proclaimed Islamic State**

Its origins, development and objectives  
Its International impact  
Its place within an Arab/Islamic context

#### **8.- Turkey**

Between Europe and the Middle East  
Problems with European Integration

#### **9.- Conclusions**

Threats versus Potential  
Communication, Understanding, Commerce and World Security  
What the future holds for Europe and the Middle East



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## **ARH 3000 Art Appreciation Spring 2018**

### **Introduction**

#### **A. Objectives:**

This course is designed to provide students with an introduction to the field of fine art. Students will learn multiple methods for understanding, analyzing and interpreting works of historical and contemporary art while developing the ability to write and discuss their conclusions using relevant vocabulary and terminology. Students will explore the physical and theoretical structure of significant works, the methods and challenges through which artists came to produce particular works, and the impact on thinking and popular dialogue which result from the creation of those artworks. Though related to the study of art history, Art Appreciation seeks to emphasize to the the present-day relevance of studying art, both historical and contemporary. Students will work to develop their personal definition of "Art" based on their course research and class discussions. Special emphasis will be given to art relating to Spain. This includes famous historical examples like Picasso, Velazquez and Dali but also contemporary artists like Alicia Martín and Juan Muñoz. The course will also examine the production/execution of art as it relates to public and market consumption.

#### **B. Description of the course:**

The course format will be intermixed lecture and discussion. Regular verbal participation from all students is expected. While exams with specific answers will be a part of this course, in-class discussions should be less about specific answers and more about expanding critical thinking skills and interpretive abilities using the methods covered in early in the term. The class will often have a conversational format and the method of instructor's presentation will vary from traditional lecture, guided activities, video and response, and group discussion.

#### **C. Class material and textbook:**

Reader compiled by the lecturer. There will be occasional assignments and quizzes and students may be asked to acquire a limited amount of materials for the purpose of experimentation of different visual concepts covered in class.

#### **Art Visits:**

The art visits are an integral and obligatory component of the course. Time will be dedicated in class to the adequate preparation of these visits.

#### **Grading System.**

Your final grade will be based on the assignments, other written commentaries, the Final Paper and attendance, as well as on the results of both your Mid-Term and Final examinations. All projects must be turned in on time. This will not be a memorization-based experience nor a multiple-choice one.

1. Final Paper: a short research project on one of the subjects discussed in class. Students will first require approval from the teacher on the subject and prepare both an outline and an essential bibliography. Typed 5-8 pages.
2. Readings and Commentaries. Since our goal is to maintain a conversational format throughout the semester, each student has to actively participate and keep up with both the text and the supplementary readings. Occasionally the students will be required to hand in brief summaries of specific readings and commentaries on on-site lectures. Submission of work will be online.

3. Attendance: Students will not be allowed unjustified absences. Each one will mean 0.5 point (out of 10) off from the final grade. A student with five unjustified absences will not pass. Students with no absences will, of course, see that reflected in their attendance and participation part of the grade.

- Attendance and participation: 20%
- Assignments and homework: 15%
- Oral presentation in class: 10%
- Mid-term test: 20%
- Final Test: 20%
- Final Assignment: 15%

No presentation of the final assignment will deduce 2 points from the final grade.

**Activities outside class hours**

- 1) Visits to non-traditional art within Sevilla
- 2) Tour of some of the art galleries in the city
- 3) Visits to relevant art exhibitions in the city.
- 4) Visit to the Museo Provincial de Bellas Artes in Seville.
- 5) Visit to the Centro Andaluz de Arte Contemporáneo.



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**Film 101, Spring 2018**  
Course Dates/Times TBD  
Room: TBD

Instructor: Adam Scott  
Adam.Scott@heartland.edu  
Phone: TBD

Office hours  
TBD

## **INTRODUCTION TO FILM**

This course will serve as an introduction to the academic study of film. We will explore the historical, technical, and theoretical aspects of film through screenings, readings and in-class discussion. Some areas of to be covered include cinematography, editing, sound, acting, and mise-en-scène. In addition, the course will also explore the relationship between Hollywood and various national cinemas, with a specific emphasis on Spain's rich film history. As part of the course students will either give a presentation on a Spanish film/filmmaker or make their own short film.

### **Grading:**

Participation	20%
Film response journal	20%
Presentation or short film	30%
Analysis Paper	30%
TOTAL	100%

### **Texts:**

Fabe, Marilyn. *Closely Watched Trains, 10<sup>th</sup> Anniversary Edition*. University of California Press. PDF E-book and Kindle edition available.

Additional readings will be online or provided by instructor.

### **Explanation of Grading:**

**Participation (20%):** Class participation is essential to the success of this course. You are expected to attend class regularly, participate in class discussion, work effectively in groups, do all assigned reading and see all required films.

**Film response journal (20%):** After watching each film, students should write at least a one page response reflecting on aspects of the film that relate to information covered in lecture and the readings. The journal will be turned in periodically throughout the semester to be graded.

**Presentation or Short Film (30%):** Each student will have the choice of doing a presentation or making a short film. The presentation will be around 5-10 minutes and should discuss either a Spanish filmmaker or an important Spanish film.

For those who decide to make short films, it should be under 5 minutes and take inspiration from the Spanish films and filmmakers discussed in class. Be prepared to speak for a couple minutes after screening your film about your choices.

**Analysis Papers (30%):** Students will be writing a 4-5 page paper analyzing one of the films from class. These papers should be written in formal academic language and use MLA format.

### **Policies**

**Attendance/Punctuality:** More than two absences will result in a lowering of your participation grade. *Missing 3 times or more times may result in an inability to pass the course.* Please come on time. Frequently (2 or more times) arriving late will result in a lowering of your participation grade.

**Plagiarism:** Plagiarism is the presenting of others' ideas as if they were your own. When you write a paper, create a project, do a presentation or create anything original, it is assumed that all the work, except for that which is attributed to another author or creator, is your own. Plagiarism is considered a serious academic offense and may take the following forms:

- 1 Copying word-for-word from another source and not giving that source credit.
- 2 Paraphrasing the work of another and not giving that source credit.
- 3 Adopting a particularly apt phrase as your own.
- 4 Using an image or a copy of an image without crediting its source.
- 5 Paraphrasing someone else's line of thinking in the development of a topic as if it were your own.
- 6 Receiving excessive help from a friend or elsewhere, or using another project as if it were your own.

Note that word-for-word copying is not the only form of plagiarism.

The penalties for plagiarism may be severe, ranging from failure on the particular piece of work, failure in the course or expulsion from school in extreme cases.

[Adapted from the Modern Language Association's MLA Handbook for Writers of Research Papers. New York: MLA, 1995: 26]

#### SCHEDULE

*1 – Movie Origins: Art and Entertainment*

FILM: Various

READING: Fabe, Chapter 1

*2 – Editing/Montage*

FILM: *The Battleship Potemkin* (Eisenstein 1925)

READING: Fabe, Chapter 2

*3 – Sound in Cinema*

FILM: *M* (Lang 1931)

*4 – Types of Movies/Genres & Italian neo-realism*

FILM: *The Bicycle Thieves* (De Sica 1948)

READING: Fabe, Chapter 6

*5 – Mise-en-Scène*

FILM: *Do the Right Thing* (Lee 1989)

READING: Fabe, Chapter 11

*6 – Cinematography*

FILM: *The Conformist* (Bertolucci 1970)

*7 – Acting*

FILM: *All About My Mother/Todo sobre mi madre* (Almodóvar 1999)

Reading: “The Evolution of Pedro Almodóvar” (Max, 2016)

*8 – Auteur theory*

FILM: *Citizen Kane* (Wells, 1941)

READING: Fabe, Chapter 5

*9 – Feminist Cinema*

FILM: *Jeanne Dielman, 23 Quai du Commerce, 1080 Bruxelles* (Akerman 1975)

*10 – Student films/Presentations*

**Analysis Paper due**



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## MAR 3550 US / EU Bilateral Trade

Spring 2018

Prof. John Boyle

### Course Description

The objective of this course is to prepare students to actively survey, analyse, implement and control Trading Opportunities in different economic sectors between the US and the European Union and examine aspects specifically related to International Financial Management Planning for US – EU trade. The course looks at the general history and development of the EU, its current overseas trade situation, its economic profile and development, its general and specific trade policies and practices which directly affect overseas companies, and recent developments in each economic sector. Students will be allocated a product or service with the objective of examining the commercial opportunities for the product/service in the EU, in the light of each section studied during the course. This will provide an ongoing practical input throughout the course and will serve as a basis for an evaluation paper to be drawn up by the students in which they will analyse the viability and potential of their service/product for the European Union market.

### **Textbook:**

Course Dossier compiled by the lecturer.

As this Course deals with a Sector which is in a constant and rapid process of change, reference will be made to the official web pages of the European Union and the US State Department of Foreign Trade and other relevant internet sources, for all updated information related to US-EU Bilateral Trade.

### **Project:**

Students will be required to submit a written project at least two weeks before the final exam. The theme of the project may be selected by the students but must be approved by the instructor.

### **Grading System:**

Student participation;	10%
Project;	15%
Quizzes;	15%
Midterm;	25%
Final;	35%

Class attendance is **mandatory**. 5% of the final grade will be deducted for each unjustified absence.

### Course Schedule

1. Ideology of the European Union
2. Organizational Structure
3. Growth of the European Union: future enlargement
4. EU - US Treaties & Agreements
5. International Financial Planning for trade with the EU
6. International Management
7. Product Design Management
8. Product Costing and Pricing
9. International Cash-Flow management
10. US opportunities in Europe: misconceptions and imperatives
11. Specific Market & Consumer characteristics
12. The Euro & economic trends
13. Specific Supply & Distribution aspects
14. Conclusion



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## **GEB 3955 International Business**

**Spring2018**

**Lecturer: Annette Morcos**

### **Course Description**

This course will provide students with the foundations necessary to understand the nature of international business and how it differs from a purely domestic one. It will introduce concepts and theories that explain global trade. It will also assess the economic, political, legal, cultural and ethical factors that affect multinational enterprises and influence their decision to internationalize as well as consider the role governments, central banks, financial market and individuals, amongst others, have in shaping the international business environment. Students will develop an understanding of the challenges multinational firms have in leveraging their capabilities and competencies to create competitive advantages that allows them to compete in a global market.

### **Course Learning Objectives**

Upon a successful completion of the course, students should be able to:

- Discuss key terms and concepts related to international business
- Define the phenomena of globalization, develop an understanding of the forces driving it, and list arguments for and against globalization.
- Develop an understanding of culture, and analyze the effects of the cultural environment of a country on international business
- Discuss different political, legal and economic systems and their effect on international business.
- Discuss the role of the key public policy, ethical and environmental issues in international business
- Understand and apply international trade theories to explain the dynamics of international trade, foreign direct investment and national competitive advantage
- Make educated suggestions about how to address many of the challenges and opportunities found in an international business setting
- Develop an understanding of how the international financial system works and its implications for international business
- Identify and explain changes, on a firm level, required for a successful participation in international business activities

### **Instructional Material**

Reader (compiled by lecturer)

### **Grading**

Participation	15%
Group Project & presentation	30%
Individual project	15%
Midterm Exam	20%
Final Exam	20%

### **Course Calendar (subject to change):**

Week #1 (September 26 & 28)

- Topic(s):
- Introductions
  - Globalization and the International Business Imperative
  - Cross-Cultural Issues in Business
- Reading:
- Wild, John J., and Kenneth L. Wild, Chapters 1 & 2.

- Week #2 (October 3 & 5)  
 Topic: - Cross-Cultural Issues in Business continued  
 - Politics, Law and Business Ethics  
 Case Assigned: - A Case of Two Cultures  
 Reading: - Wild, John J., and Kenneth L. Wild, Chapters 2 & 3.
- Weeks #3 (October 10) (October 12 holiday – No class)  
 Topic(s): - Politics, Law and Business Ethics continued  
 - Economic Development of countries  
 Case Assigned: - Pirates of Globalization  
 Reading: - Wild, John J., and Kenneth L. Wild, Chapters 3 & 4
- Weeks #4 (October 17 & 19)  
 Topic(s): - International Trade and Investment Theories  
 - Business – Government trade relations  
 Case Assigned: - The role of social and political factors in the Lebanese economy  
 Reading: - Wild, John J., and Kenneth L. Wild, Chapter 5 & 6.
- Week #5 (October 24 & 26)  
 Topic (s): - Business – government trade relations  
 - Foreign Direct Investment  
 Case Assigned: - The new protectionism  
 Readings - Wild, John J., and Kenneth L. Wild, Chapter 6 & 7  
**Deliverables: - Submission of first part of group project - October 26**
- Week # 6 (October 31 & November 2)  
 - **Midterm October 31**  
 Topics: - Regional Economic Integration  
 - International Monetary System  
 Reading: - Wild, John J., and Kenneth L. Wild, Chapters 8 & 10
- Week #7 (November 7 & 9)  
 Topic (s): - International Monetary System  
 - Assessing international strategy and analyzing international opportunities  
 Case Assigned - Ikea's Global strategy  
 Readings: - Wild, John J., and Kenneth L. Wild, Chapters 10, 11 & 12
- Week #8 (November 14 & 16)  
 Topic (s): - Analyzing international opportunities  
 - Selecting and Managing Entry Modes  
 Case Assigned - Competing in Africa's playing fields  
 Reading: - Wild, John J., and Kenneth L. Wild, Chapters 12 & 13
- Week #9 (November 21 & 23)  
 Topic (s): - Selecting and Managing Entry Modes  
 - Developing and Marketing products (distribution and pricing)  
 Reading: - Wild, John J., and Kenneth L. Wild, Chapters 13 & 14  
**Deliverable - Individual Project (November 23)**
- Week # 10 (November 28 & 30)  
 Topic (s): - Developing and Marketing products  
 - International operations management  
 Case Assigned - Toyota's strategy for production efficiency  
 Reading: - Wild, John J., and Kenneth L. Wild, Chapters 14 & 15
- Week # 11 (December 5) (December 7 holiday – no class)  
 Topic: - Management of International operations  
 - Human resources management in the global firm

Case Assigned: - BP: Challenges in Global Staffing  
Reading: - Wild, John J., and Kenneth L. Wild, Chapters 15 & 16  
**Deliverables** - **Second part of group project**

Week # 12 (December 12 & 14)

Topic: - Human Resources Management  
- Concluding remarks

Reading: - Wild, John J., and Kenneth L. Wild, Chapters 16

**Deliverables** - **Presentations of group project both days if needed**

**Final Exam on December 14**



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## **FIN 3050 Finance of International Trade**

**Spring 2018**

**Lecturer: Annette Morcos**

### **Course Description**

This course focuses on understanding the theory of international finance and on its real world applications from a business point-of-view. Topics in financial management, viewed primarily from the perspective of managers doing business overseas, include the management of foreign exchange exposure, foreign direct investment decisions, and multinational capital budgeting. Since multinational corporations face risks and not only opportunities, financial management also involves the design of appropriate strategies to hedge the company from actual and potential risks through the use of the different types of financial assets available for this purpose

### **Required Reading**

Compiled by lecturer (as listed in Course Schedule)

Additional Bibliography:

Madura, International Financial Management, 11<sup>th</sup> Ed., South Western, Ohio

Eun and Resnick, International Financial Management, 7<sup>th</sup> Ed., McGraw-Hill/Irwin, New York

### **Course Schedule (Subject to modifications)**

#### **Class 1 – Overview**

- Introduction to the course and each other
- Global economic outlook

Readings:

- Madura Ch. 1
- EU Expansion Reading set

Questions:

- What is the difference between a nation's current and capital account? Is currency depreciation a good or bad thing?
- Why isn't Britain in the EMU? Switzerland? Turkey?
- What does an economically unified mean to US firms?

#### **Class 2 – International Trade Flows**

- Looking at exports and imports, the World Bank and World Trade Organization

Readings:

- Madura Ch. 2
- The IMF and the World Bank – How do they differ?
- World Bank controversy: <http://globalization101.org/why-is-the-world-bank-controversial/>
- IMF controversy: <http://globalization101.org/why-is-the-imf-controversial/>

Questions:

- What factors have been affecting European/US trade flows during the past decade?
- How does one correct a balance of trade deficit?
- Why is a weak currency a solution for a trade deficit? Why not?

#### **Class 3 – How Foreign Exchange is traded: International Money, Credit, bond and Stock Market**

- International Exchange market
- International Money Market

Readings:

- Madura Ch. 3

Questions:

- Why would a foreign corporation want to issue an ADR in the US?
- Why might two investors in different countries come to different conclusions about the value of an MNC for which they have information of equal quality (cash flows, etc.)?

#### **Class 4 – Exchange Rate Determination**

- International Exchange market
- International Money Market

Readings:

- Madura Ch. 4
- Eun Ch. 5
- Prepared notes on Exchange Rate Determination
- "A Reconsideration of the 20<sup>th</sup> Century – [www.nobleprize.org/mediaplayer/index.pho?id=1347](http://www.nobleprize.org/mediaplayer/index.pho?id=1347)

Questions:

- Madura pages 116 – 117 questions 2, 3, 4, 10

### **Class 5 – Exchange Rate Policy**

- Exchange Rate Systems
- Government Intervention

#### Readings:

- Madura Ch. 6
- Eun Ch. 2 page 51
- Asian Currency Crisis reading set and Madura Appendix 6 – Pages 202 – 208

#### Questions:

- Madura page 197, questions: 10, 14, 15

### **Class 6 – Currency Derivatives**

- Currency Futures
- Forward Contracts
- Options

#### Readings:

- Madura Ch. 5
- Eun Ch. 7 and 8 (pages given in class)
- Moneyweek Investment tutorial – What are derivatives

#### Questions:

- Madura page 147, questions: 1, 2, 3, 5
- What are the similarities and differences between futures and options? What are the benefits and risks associated with derivative financial contracts? Many people argue that overly complicated derivatives played a major part in the 2008 financial crash. Why is this and do you agree?
- Read the supplemental case Capital Crystal provided on pages 650 – 651 and prepare the answers for class discussion and for submission

### **Class 7 – International Arbitrage and Interest Rate Parity**

- Money creation in the modern economy
- Looking at time value: spot versus forward currency rates

#### Readings:

- Madura Ch. 7
- Bank of England bulleting: Money Creation in the Modern Economy

#### Questions:

- Why must arbitrage profit be either minimal or very seldom?
- Madura pages 232 – 234, questions: 4, 17, and 21

### **Class 8 – More Parity Conditions**

- Relationships between Inflation, Interest Rate and Exchange Rates
- Looking at the purchasing power parity theory and its limitations
- The battle between the US \$ and the Yuan

#### Readings:

- Madura Ch. 8
- The Big Mac Index by The Economist
- A Short History of Inflation
- The Future of the Yuan

#### Questions:

- Why does the PPP theory not seem to hold
- Madura pages 262 – 264, questions: 4, 5, 17, 21

### **Class 9**

- Forecasting Exchange Rates
- Review

#### Readings:

- Madura Ch. 9
- Eun Ch. 6

### **Class 10 – Midterm**

### **Class 11 – Managing Transaction Exposure**

- Measuring Exposure to Exchange Rate Fluctuations
- Managing Transaction Exposure
- Looking at hedging

#### Readings:

- Madura Ch. 10 and 11
- Eun Ch. 8

#### Questions:

- Madura page 333 question 25
- Madura pages 363 – 364, questions: 8, 17, 25

### **Class 12 – Managing Economic Exposure**

- Managing Economic Exposure and Translation Exposure

#### Readings:

- Madura Ch. 12
- Eun Ch. 9
- Unholy Trinity: “The Washington-Wall Street Alliance”

#### Questions:

- Albion Computer Case

### **Class 13 – Foreign Direct Investment**

- Foreign Direct Investment (FDI)

#### Readings:

- Madura Ch. 13
- Eun Ch. 16

#### Questions:

- Madura page 416, questions: 8 and 12

### **Class 14 – Country Risk Analysis**

- Country Risk Analysis
- Looking at politics, globalization, and methods of risk assessment

#### Readings:

- Madura Ch. 16

#### Questions:

- King Inc. Case – Madura page 663
- What are the major economic risks of a sovereign country? How can you measure and monitor risk?

### **Class 15 – Multinational Capital Budgeting**

- Capital Budgeting

#### Readings:

- Madura Ch. 14
- Power point slides

#### Questions:

- Madura pages 441 – 442, questions: 8, 9, 15

### **Class 16 – International Corporate Control**

- Multinational Restructuring
- Looking at debt and equity finance

#### Readings:

- Madura Ch. 15 and 17
- The crazy World of Credit – The Economist

#### Questions:

- Why do companies issue debt?
- Madura pages 474 – 475, questions: 1 and 10
- Madura pages 523 – 524, questions: 2 and 15

### **Class 17 – Long-Term Financing**

- Long-Term Financing and bonds

#### Readings:

- Madura Ch. 18
- Eun Ch. 12
- 2015 A Disappointing Year for European Bond Investors - Morningstar

#### Questions:

- What are terms and covenants of a bond issue?
- Madura pages 548 – 549, questions: 1, 2, 3, 8

### **Class 18 – Short-Term Financing**

- Managing Economic Exposure and Translation Exposure

#### Readings:

- Madura Ch. 20
- Long-Term & Short-Term Financing – a summary (tutorialpoint)

#### Questions:

- Madura pages 594 – 595, questions: 1, 2, 6, 13

### **Class 19 – International Trade and Cash Management**

- Financing International Trade
- International Cash Management

#### Readings:

- Madura Ch. 19 and 21
- Eun Ch. 19 and 20

**Class 20 – Other Topics of Interest**

- International Tax Planning
- The BEPS Initiative
- History of EMS and the EMU
- Roadblocks to integration (Euro)

Readings:

- OECD Observer – revitalizing international Taxation
- “OECD report – BEPS – frequently asked questions”
- “A Theory of Optimum Currency Areas”
- Eun Ch. 2 Pages 40 – 48 and Ch. 21
- Optimal Currency Area – investopedia.com
- “The case against EMU”
- “The Optimum Currency Area Theory and the EMU” - Intereconomics

Questions:

- Discuss general issues dealing with corporate tax from the perspective of the taxpayer and government. What is considered a fare as tax to a company?
- What is meant by an ‘Optimal Currency Area’?
- Why are labor mobility and fiscal transfers important to a common currency area?

**Class 21 – reserved in case of a make-up lecture**

**Class 22 – Final Exam**

**Course Procedures**

Students are expected to read the assigned readings (chapter and outside readings) prior to the class when they will be discussed. There will be problems or cases assigned for most classes. Many of these will be designated to be handed-in. Homeworks will be submitted typed and are due at the end of the classes for which they are assigned.

Grading

Attendance and participation (engagement in class discussion)	20%
Handed-in homework	25%
Midterm	25%
Final	30%